



**REQUEST FOR APPLICATIONS  
FOR  
COLLEGE PREPARATION PARTNERSHIP  
PROGRAM  
COMPETITIVE GRANTS**

**February 28, 2001**

**California Department of Education  
830 S Street  
Sacramento, CA 95814**

# **TABLE OF CONTENTS**

## **1. Introduction**

- Purpose
- Background and Legislative Intent

## **2. Application Information**

- Applicant Eligibility

## **3. Application Components**

- Program Components
- Demonstration of Applicant Eligibility
- Project Staffing
- Budget
- Grant Funding and Time Period
- Projected Schedule
- Evaluation and Requesting

## **4. Submitting the Grant Application**

- Application Instructions
- Terms of the Grant
- Delivery of the Application
- Cost of Preparing Application
- Clarification of this RFA

## **5. Application Review and Selection**

- Review Process
- Minimum Requirements
- Application Performance
- Grant Award Process
- The Process for Appeals

## 6. Appendices

Common Questions and Brief Answers, Appendix A

Access to Information, Appendix B

SB 1697, Chaptered Bill Text, Appendix C

Evaluation Design, Progress, and Final Report Forms, Appendix D

---

---

## *1. Introduction*

---

---

### **Purpose**

The purpose of this Request for Applications (RFA) is to notify school districts and county offices of education of the availability of funds to establish a College Preparation Partnership Program (CPPP) in qualifying high schools pursuant to enabling legislation. The purpose of these grants is to provide students with preparation courses for college admissions examinations. (College admissions examinations include the ACT, SAT I, and SAT II.)

At each high school site, the priority is to provide services for low-income high school students who are expected to complete coursework required for admission to the California State University (CSU) or the University of California (UC) and whose grade point average or other academic achievements indicate that they will have the academic skills needed to complete postsecondary coursework.

Ten million dollars is being released through this RFA to provide CPPP services to public high schools. The maximum award will be the lesser of either seventy-five dollars (\$75) per 10<sup>th</sup> grade student at the school site receiving a grant, or two hundred dollars (\$200) per student participating in the examination preparation course, which includes taking a pre-test, post-test, and an actual college admissions examination. The final award will be determined from the number of students served annually, actual program expenses, and matching funds.

### **Background and Legislative Intent**

Chapter 795 of the Statutes of 1998 (SB 1697 Hayden and Pacheco) established the CPPP that provides state matching funds to LEAs through a competitive grant program administered by the California Department of Education (CDE). The bill appropriated, and the current State Budget continues to provide, \$10,000,000 from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purpose of college preparation and examination programs.

Local matching funds are required on the basis of two dollars (\$2) of program grant funds to one dollar (\$1) of funds raised by the school site or district. The funding raised by the school site or district may be from federal, local, private, or other state resources, and can be used as in-kind match for this project as long as they represent an actual cash investment and cost incurred to meet the program goals. The State CPPP funds must supplement, not supplant, other available sources. School districts, county offices of education, or consortia of school districts and county offices of education are eligible to collaborate or form consortia in order to respond to this RFA on behalf of their high schools. However, individual high school sites should be included in only one application.

The SB 1697 specifies procedures for the selection of school sites for participation in the program and for the evaluation of the performance of participants in the program. The school sites for which college admissions test preparation courses are provided under this chapter are to be identified and funded

through a competitive process administered by the CDE. Priority in this competitive process shall be granted to school sites with low college attendance rates, high numbers of low-income students, and demonstrated school-based efforts to improve the school site's college preparatory curriculum and college attendance rates. The legislation also requires the CDE to submit a report to the Legislature about the program on or before January 1, 2004. Funded LEAs must participate in the required statewide evaluation of this program. The bill provides for the repeal of the provisions establishing the program as of January 1, 2005.

---

---

## *2. Applicant Information*

---

---

### **Applicant Eligibility**

The selection of high schools will be competitive; consistent with the criteria set forth in the enabling legislation. Existing CPPP school sites should be identified as continuing participants. Charter Schools that receive their funding through a block grant are not eligible for this grant. However, Charter Schools **not** funded through a block grant may apply **if** their curriculum allows students to complete the full set of college preparatory courses (a – g) required for university admission.

While individual school districts may apply for funding, the CDE strongly encourages districts, counties, and/or regions to submit a single application. The application form and review process were designed to handle such applications. Within each application, individual high school sites are separately evaluated for funding. It is possible that not all schools included in an application will be funded, but including schools with moderate numbers of low-income students or relatively high college attendance rates will not lower the prospects of a district or region receiving funding for other schools included in a common application. Successful individual high schools will be funded through their local districts.

---

---

## *3. Application Components*

---

---

**NOTE:** All applicants must address all of the following program and application components.

### **Program Components**

Funds allocated to school sites must be used to provide students with a program for college admissions examination preparation by providing services directly or by entering into contracts with providers of college admissions test preparation courses, who may include, but are not necessarily limited to, private providers, public or private postsecondary institutions, or employees of the school district.

1. The preparation course shall include at least 20 hours of direct pupil instruction, outside of the normal school curriculum and hours, which may include instruction provided through satellite networking or any other real time interactive technology. The content of the college admissions test

preparation course shall be determined by the school district. This instruction shall, at a minimum, cover the format and the subject area content of the admissions examination. In addition, the instruction must include the administration of a pre- and post-practice test. The calculations and student attendance at the instruction must be recorded and monitored.

Applications must describe the scope and method designed to provide the CPPP services, including the elements discussed in the preceding paragraph. Applicants must specify which college admissions examinations (the ACT, SAT I, and/or SAT II) are the focus of the test preparation services funded by these grants and what preparation coursework will be provided.

2. The application must describe the steps that will be taken by the LEA to ensure the quality, success, and equity of access to the CPPP services. The application must include a clear process for identifying and serving low-income students whose grade point average or other academic achievements indicate that the student will have academic skills needed to complete the coursework required for admission to the CSU or the UC. The application must also describe schools' efforts to improve the school sites' college preparatory curriculum and college attendance rates.
3. To determine the effectiveness of the test preparation course, the course shall include a pre- and post-practice test. The content of the pre- and post-practice test is determined locally. Applications must describe their pre- and post-practice tests, as well as provide assurance that the student practice test scores and actual examination scores will be provided to the State as part of the evaluation findings. Given the importance of confidentiality, LEAs are not to send the names of individual students to the CDE.
4. Preparation courses shall be offered at intervals designed to conclude at those times that reasonably coincide with admissions testing dates. Applications must include descriptions of their scheduling plans to ensure coordination with admissions testing dates, as well as provide assurances that test preparation will be outside the normal school curriculum and hours.
5. The SB 1697 specifies that every two dollars (\$2) of grant funds allocated to a school site shall be matched by one dollar (\$1) of funding raised by the school site or district from either federal, local, private, or other State sources. A school site may assess individual students who participate in the program a fee up to five dollars (\$5) that may be used toward the cash matching fund requirement. The amount and source of the cash matching funds must be described on the application and specified in the Program Budget, Form C.

## **Demonstration of Applicant Eligibility**

As noted, priority will be granted to school sites meeting these criteria:

- ◆ Low college attendance rates
- ◆ High numbers of low-income students
- ◆ Demonstrated school-based efforts to improve the school site's college preparatory curriculum and college attendance rates.

The CDE will use existing databases to assign relative rankings based on the first two criteria. For college attendance rates, the CDE will use the most recent available data for the percent of 1999 graduates entering 4-year public colleges, UC and CSU in Fall 1999. These data can be viewed at [www.cde.ca.gov/pr/cppp/rfa.html](http://www.cde.ca.gov/pr/cppp/rfa.html). For the number of low-income students, the CDE will use the percent of students who participate in the free or reduced lunch program in Fall 1999. These data can be viewed at [www.cde.ca.gov/pr/cppp/rfa.html](http://www.cde.ca.gov/pr/cppp/rfa.html). (See Access to Information, Appendix B, for additional information on data retrieval.)

For these two criteria, each school site will be ranked by quintiles. If you determine that the data for these two criteria grossly misrepresent your current school population, or if these data are not available for applicant schools, you have the option of submitting alternative data. If you choose to submit data for either of these two criteria, please explain why the available CDE data are grossly anomalous, if applicable, and why the data you are submitting accurately reflect the student population.

Each application must include a description of the school's existing efforts to improve the school site's college preparatory curriculum and college going rates. In addition, if there is available funding, grants will be provided to any qualifying public high school that will be exclusively providing assistance to low income pupils at that site with preparation for college admissions examinations.

## **Project Staffing**

Identify the titles of staff needed to implement the project and briefly describe their general duties.

## **Budget**

Provide a general breakdown of the total project budget, showing how much will be spent in each budget category for the grant period. If using an indirect rate, please indicate the rate, not to exceed the rate approved by the CDE, based on the J-380 Annual Program Cost Data reports. Applications must delineate which costs are to be funded from local cash matching funds, by source, and which are from state grant funds. (Use Form C, the Program Budget.)

School sites must estimate the number of students to be served as the basis of their budget request. The maximum grant award will be the **lesser** of either seventy-five dollars (\$75) per 10<sup>th</sup> grade student at the school site receiving a grant, or two hundred dollars (\$200) per student participating in the examination preparation course. The CDE will use the most recent available data from Fall 1999 to verify the number of 10<sup>th</sup> grade students at each school site. These data can be viewed at [www.cde.ca.gov/pr/cppp/rfa.html](http://www.cde.ca.gov/pr/cppp/rfa.html). If the data are not available at this website for an applicant's school site, please provide the most accurate data reflective of the number of 10<sup>th</sup> grade students at that particular school site. If available data grossly misrepresent your current school population, please explain why the data are grossly anomalous.

The following example illustrates this funding formula. Hypothetical High School had 500 10<sup>th</sup> grade students according to 1998 CBEDS data; the maximum funding allowance is 500 x \$75 or \$37,500. If 300 Hypothetical High School students participate in the program **and** take the college entrance examination 300 x \$200 = \$60,000, then the school will receive \$37,500, the **lesser** of the two

calculations. In another scenario, if 100 Hypothetical High School students participate in the program (this includes at least 20 hours of instruction and a practice pre- and post-test) **and** take the college admissions examination, then the estimated award is \$20,000, the **lesser** of the two calculations. This is only an estimate; the grant award will be adjusted based on the actual participation data and program expenses submitted on the final evaluation report.

A Worksheet to Calculate the Estimated Grant Award has been provided in the Forms section to assist LEAs in determining their estimated grant award.

As noted, every two dollars (\$2) of grant funds allocated to a school site must be matched by one dollar (\$1) of funding raised by the school site or district from either federal, local, private, or other state sources. For example, a grant award of \$60,000 will require a \$30,000 local match.

## **Grant Funding and Time Period**

The term of these grants resulting from this application will be 12 months, contingent upon the completion of grant requirements.

## **Projected Schedule**

The grant cycle is summarized in this section.



<b>Activities</b>	<b>Completion Date</b>
Release of RFA	February 28, 2001
Deadline for <u>receipt</u> of Applications	April 18, 2001
Award Notification	May 14, 2001
Grant start date	June 1, 2001
Grant end date	May 31, 2002
Final Expenditure/Evaluation Report due	September 30, 2002

## **Evaluation and Reporting**

Funded school districts, county offices, and consortia of districts and county offices are required to participate in evaluation activities requested by the CDE, which includes having staff available for qualitative interviews or other activities. The pre- and post-practice test scores and total program costs will also be included in the evaluation submitted to the CDE. This cost/benefit information, along with a brief description of the program, will be made available by the CDE to other funded programs. Failure to comply with these requirements will result in a billing for program funds.

The California State Board of Education has adopted an Evaluation Design to be used for the CPPP. Pursuant to legislation, school districts that receive grants under this chapter shall use the Evaluation Design to assess the overall program and cost effectiveness of their programs. The school district will also describe the effect of this program on the college admissions examination scores, the change in the total number of students who take the college admissions examinations, and college attendance rates of program participants. These school districts shall submit their assessments to the CDE in a timely manner. The Evaluation Design and Report Forms can be found in Appendix D.

---

---

## *4. Submitting the Grant Application*

---

---

### **Application Instructions**

The application must not exceed 14 pages, including Forms B, C, and attachments. The application must be double spaced, in 12 point font, with one inch margins all around. Each page of the application must be numbered consecutively. Do not bind the original and (4) copies of the application together. Staple the individual applications in the upper left-hand corner, with the Application Cover Sheet and Statement of Assurances (Form A) on the outside. School sites with like programs need only one description. However, additional pages can be appended for descriptions of current school-based efforts and proposed individual school programs that are substantially different from the program described in the application. The descriptions of the current efforts and proposed programs should be brief, no longer than a half-page each. Brevity and clarity are encouraged. Each application must include:

#### **A. Application Cover Sheet and Statement of Assurances (Form A)**

- Item 1 Type the LEA name and address, which will appear on any subsequent agreement. Include the County-District Code (7-digits).
- Item 2 Enter the contact person, title, telephone number, and e-mail address.
- Item 3 State the estimated grant requested for each school site by name and 14-digit County District School (CDS) code.
- Item 4 Provide a Statement of Assurance that the agency is willing to participate in an external evaluation.
- Item 5 The district superintendent must sign the application; also print or type the Superintendent's name.

#### **B. Drug-Free Workplace Certification (Form B)**

Completed and signed by the LEA Superintendent.

#### **C. Program and Application Components**

As specified in the Application Components section, fully address the following:

- ◆ Program Components
- ◆ Demonstration of Applicant Eligibility
- ◆ Project Staffing
- ◆ Budget and Budget Justification

## **Terms of the Grant**

### **A. Grant Term**

The grant is anticipated to begin June 1, 2001 and end May 31, 2002.

### **B. Compensation**

Fifty percent (50%) of the estimated grant funds will be advanced. The final fifty percent (50%) will be held pending receipt of the Final Expenditure/Evaluation Report. The final amount of the grant will be adjusted based on the data submitted regarding the actual number of students fully participating in the program. Full participation in the program includes completing the 20-hour preparation course, which consists of taking a pre-test, post-test, and the college admissions examination. As noted in the Budget section, the final payment will be in accordance with the lesser of the two computation methods.

### **C. Budget Modifications**

LEAs are awarded the funds and are responsible for ensuring that no individual site receives more than the maximum amount allowed. LEAs may move funds among approved sites up to the maximum allowed per site.

Budget modifications of any amount must comply with the legislation and the requirements of this RFA. All modifications must be reported in the Final Expenditure/ Evaluation Report.

### **D. Deliverables**

The deliverables for this grant are the college admissions test preparation services to students, which includes at least 20 hours of instruction, taking a pre- and post-test, and completing the actual college admissions examination and all required reports of documentation. As part of the Final Expenditure/Evaluation Report, this deliverable information must be reflected in the final narrative and student data report.

### **E. Retention of Records**

The grantee shall maintain practice pre- and post-test scores and actual SAT and/or actual test scores for CPPP program participation. The grantee shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the grantee during the grant period and thereafter for five full years from the date of the final payment. The CDE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers, and records during progress of the work and for five years following final payment.

## **F. Drug Free Workplace Certification**

Each applicant shall provide certification that they will maintain a drug-free workplace, as required by Government Code 8355. (Complete, sign, and submit the Drug Free Workplace Certification, Form B.)

## **G. Use of Funds**

Grant funds must be used in accordance with the stated purpose, strategy, and budget as contained in the approved application. The legislation specifies that funds allocated for this program shall be used to supplement, and not supplant, other federal, state, local, or private funds available to assist low- income students in paying for preparation courses for college admissions examinations. The purchase of property or equipment is not allowable with these funds. Grant funds shall not be used for the purchase of food or beverages (including but not limited to meals or refreshments at workshops or training sessions). State funds can be used for in-state travel for the specific purpose of providing student transportation to test sites.

## **Delivery of the Application**

One (1) signed original application and four (4) copies must be received in the Intersegmental Relations Office **by 4:00 p.m. on Wednesday, April 18, 2001**. Incomplete or late applications will be considered non-responsive and will not be reviewed for funding. Applicants are advised to use express, certified, or registered mail. **Transmission by electronic mail (modem) or facsimile (fax) is not acceptable.** Send completed applications to:

Eva Schrepel  
California Department of Education  
Intersegmental Relations Office  
830 S Street  
Sacramento, CA 95814

The State of California reserves the right to reject any or all applications and may waive any immaterial deviation in any application. The State's waiver of any immaterial defects shall not excuse the grantee from full compliance with the grant terms, if a grant is awarded.

## **Cost of Preparing Application**

The costs for preparing and delivering the application shall be the sole responsibility of the applicant. The State of California shall not provide reimbursement for such costs.

## Clarification of this RFA

Any prospective applicant needing clarification of this RFA can contact:

Joy Salvetti Wolfe, Consultant  
California Department of Education  
830 S Street  
Sacramento, CA 95814

[jsalvett@cde.ca.gov](mailto:jsalvett@cde.ca.gov)  
(916) 323-5635

---

## 5. *Application Review and Selection*

---

### Review Process

Each application will be reviewed to determine whether the applicant is responsive to the requirements and standards described in this RFA. The CDE reserves the right to reject any or all applications. Nothing herein requires the awarding of a grant in response to this RFA. Applications will be checked to assure they meet the minimum criteria set forth below. Those applications, which meet the minimum requirements, shall then be submitted to a review team. Team review will be based on the criteria outlined in the Application Performance section.

A notice of the proposed grantees will be posted beginning May 14, 2001 at [www.cde.ca.gov/pr/cppp/rfa.html](http://www.cde.ca.gov/pr/cppp/rfa.html) and in the CDE, Intersegmental Relations Office, 830 S Street, Sacramento, California for five working days. During this same period, rating sheets will be available for public inspection in the Intersegmental Relations Office during normal business hours. After the five-day posting period, inquiries to grant awards shall only be provided by telephone or mail. Proposed awardees will be notified formally by mail after the five-day review period.

### Minimum Requirements

(Rate on a yes/no basis)

**(Only applications that meet all of the minimum requirements listed below will be accepted for the review process.)**

- \_\_\_\_\_ 1. The application was received on or before 4:00 p.m., Wednesday, April 18, 2001.
- \_\_\_\_\_ 2. An original and four (4) copies of the application were submitted.
- \_\_\_\_\_ 3. Each copy of the application has a complete cover sheet (Form A) addressing all required information, such as:
  - \_\_\_\_\_ The lead agency's CDS Code.

\_\_\_\_\_ The LEA superintendent's signature of the original application and the statement of assurances.

\_\_\_\_\_4. The Drug Free Workplace Certification (Form B) has been completed and signed.

\_\_\_\_\_5. The Program Budget (Form C) has been completed.

## Application Performance

Each application will be individually read and scored by a review team. If there is disparity among the readers' recommendations, an additional reading will be required. Applications will be scored based upon the adequacy and thoroughness of their response to the RFA requirements. Each school included in an application will receive a score up to a maximum of 25 points. The minimum points required to be eligible for a grant award is 15. In the event that too few funds are available to fund all applications with 15 or more points, the applications will be ranked and those with higher scores will be awarded first. The point values are:

1. **Low College Attendance Rate** – 1 to 5 points based on each high school's college going rate. Schools in the bottom quintile will receive a five; schools in the top quintile will receive one. These ratings will be assigned for each school based on available data (see attached data table). The 1999 enrollment for first time freshmen in the CSU and the UC systems will be used; these two scores will be summed. If no data are available or reported in the RFA, the points will be 0. The five quintiles are as follows:

Points	Range
0	No data available or reported
1	More than 18%
2	More than 12% up to and including 18%
3	More than 2% up to and including 12%
4	More than 0% up to and including 2%
5	0%

2. **High Numbers of Low Income Pupils** – 1 to 5 points based on the number of students on free and reduced price lunch divided by the school's total enrollment in 1999. Schools in the top quintile will receive a five; schools in the bottom quintile will receive a one. If no data are available or reported in the RFA, the points will be 0. The five quintiles are as follows:

Points	Range
5	More than 52%
4	More than 32% and up to and including 52%
3	More than 17% and up to and including 32%

2	More than 5% and up to and including 17%
1	0% up to and including 5%
0	No data available or reported

NOTE: These items will be based on data in the CDE or CPEC databases. Applicants do not need to report this data unless they are disputing it. In the case of a dispute, the applicant may provide alternative data with an attached explanation.

3. **Demonstrated school-based efforts to improve the school site's college preparatory curriculum and college attendance rates** – 0 to 5 points based on three factors:
  - ◆ 0 to 3 points based on a description of the school's efforts to improve the college preparatory curriculum and the school's college going rate. Factors that will be considered include: how specifically the effort is focused on the above criteria; the number of students served; and the quality of the system used to measure the success of these efforts.
  - ◆ 0 or 1 point: An additional point will be awarded if the school has had an increase in its overall CSU/UC course completion rate over the past two years. (Existing CDE data bases will be used to generate these data.)
  - ◆ 0 or 1 point: An additional point will be awarded if the school's college attendance rate has increased over the past two years. (Existing CDE data bases will be used to generate these data.)
4. **Proposed Program** – 0 to 10 points based on these factors for the proposed program description:
  - ◆ Includes a clear description of the proposed program, addressing all five (5) Program Components.
  - ◆ Includes a systematic and ongoing process to collect data and indicates a willingness to participate in program evaluation required by the California State Board of Education's Evaluation Design.
  - ◆ Makes a strong connection between the college admission test preparation course and the existing school based efforts identified above in #3.
  - ◆ Includes the staffing required to implement the proposed program.
  - ◆ Includes a budget; the match is \$1 for \$2 cash.

**NOTE:** If the applicant is proposing a preparatory partnership program that will essentially be the same for several school sites with school-based efforts that are essentially the same, a single description of school based efforts and the proposed program should be submitted. If the programs at some of the sites are different, then the application should include a description, up to a half page each, for each of the different programs and/or school based efforts.

## **Grant Award Process**

The award of grants is based on the review and selection process. A notice of the proposed grantees will be posted. Successful applicants will be notified by mail of the intent to award a grant. Rating sheets will be available for review for a five-day period only. The CDE reserves the right to negotiate the budget and the scope of work and not to award a grant if negotiations are unsuccessful.

## **The Process for Appeals**

Appeals of the grant award shall be filed within five (5) working days of the notice of intent to award. Only those organizations that submitted applications may protest the grant award. Protests shall be limited to the grounds that the CDE failed to correctly apply the standards for evaluating the applications as specified in the RFA. The protesting applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the protester's position and the remedy sought. The letter must specify how the score conflicts with the criteria in the RFA, including any specific information the appellant may feel was overlooked or misinterpreted by reviewers. Appeals must be addressed to:

Joanne Mendoza  
Deputy Superintendent  
For Curriculum and Instructional Leadership Branch  
California Department of Education  
721 Capitol Mall, 5th Floor  
PO Box 944272  
Sacramento, CA 94244-2720

At her sole discretion, the Deputy Superintendent will decide how the appeal is to be handled. Her decision shall be the final administrative action afforded the appellant.



## **APPENDICES**

## APPENDIX A

### **Common Questions and Brief Answers\* COLLEGE PREPARATION PARTNERSHIP PROGRAM**

Senate Bill 1697, Chapter 795 of the Statutes of 1998  
Hayden and Pacheco

#### **What is the purpose of the College Preparation Partnership Program established by Senate Bill 1697?**

The purpose of this program is to provide students in public schools with preparation courses for college admissions examinations. At funded sites, the priority is to provide services for low-income public high school students who are expected to complete coursework required for admission to the California State University or the University of California and whose grade point average and other academic achievements indicate the student will have the academic skills needed to complete the college level coursework.

#### **What are college admissions examinations?**

College admissions examinations include the ACT, SAT I and SAT II. The PSAT is not a college admissions examination. Although the PSAT might be used as part of the preparation course, it is not the focus of this legislation.

#### **How are copies of the RFA distributed?**

Copies of the RFA are mailed to county office superintendents, school district superintendents, and public high school principals. The full RFA is also posted on the CDE website and can be viewed and downloaded from [www.cde.ca.gov/pr/cppp/rfa.html](http://www.cde.ca.gov/pr/cppp/rfa.html). Questions regarding the RFA can be directed to Joy Salvetti Wolfe, Consultant, California Department of Education, at (916) 323-5635 or [jsalvett@cde.ca.gov](mailto:jsalvett@cde.ca.gov). For a paper copy of the RFA, please contact Eva Schrepel, California Department of Education, at (916) 324-5720 or [eschrepe@cde.ca.gov](mailto:eschrepe@cde.ca.gov).

#### **Are outreach programs and/or private schools eligible for funding?**

No. Only public high schools are eligible to apply for the funding under Senate Bill 1697.

#### **Are Charter Schools eligible for funding?**

Charter Schools that receive their funding through a block grant are not eligible for this grant. However, Charter Schools funded through a block grant may apply if their curriculum allows students to complete the full set of courses (a-g) required for university admission.

#### **How are the funds to be used?**

Funds allocated to school sites must be used to provide students with a program for college admissions examination preparation. The program shall include a preparation course of at least 20 hours of direct student instruction, outside of the normal school curriculum and school day. Grant funds can be used for program expenses that legitimately improve students' preparation for college admissions examinations.

The content of the college admissions test preparation course, including the pre-tests and post-tests, shall be determined by the school district of the school site at which it occurs.

A school site may assess individual students who participate in the program a fee up to five dollars (\$5) and may use the funds collected for purposes of the matching fund requirement.

**What is the maximum amount students can be assessed for participating in the CPPP program?**

The legislation specifies that students who participate in the CPPP program may be assessed a fee not to exceed \$5.00. Students cannot be assessed a higher fee under any circumstances.

**What are some strategies that are being used to motivate students to complete all components of the program and the actual college admissions examination?**

Motivational strategies have included: Counseling parents and students on the importance of the program; returning the \$5.00 to student participants when they complete all components of the program; providing students with transportation to the actual college admissions examination; and/or reimbursing parents for some or all of the cost of the college admissions examination after the student has taken the examination and scores have been reported. This is a sampling of some of the strategies that may be helpful.

**Are pre-tests and post-tests required?**

Yes. A pre-test and post-test must be administered as part of the test preparation program and the scores reported as part of each site's evaluation. Many schools are going beyond the twenty-hour minimum instruction in order to allow adequate time for the pre-test, instruction, and post-test. If no student pre- or post-test results are reported, the school district will be billed for those grant funds. The state provides a 10% allowance for missing pre- or post- scores.

**How will the College Preparation Partnership Program (CPPP) be evaluated?**

Schools that receive funding through this legislation must use the CDE evaluation design to assess their programs. They will submit their reports to the CDE on or before September 30, 2002. Submission of complete evaluation reports is a condition for funding. The evaluation will seek answers to the following seven questions:

1. What models do participating schools use to implement the CPPP?
2. How are the CPPP-participating students selected, what is their demographic profile, and what services do they receive?
3. What is the effect of the CPPP on college admission examination scores?
4. What is the change in the total number of students who take the college admission examinations?
5. What are the college attendance rates of CPPP-participating students?
6. What are the strengths and areas for improvement of the CPPP?

Questions regarding the evaluation of the program should be directed to Jeanne Ludwig, Consultant, CDE, at (916) 653-2598 or [jludwig@cde.ca.gov](mailto:jludwig@cde.ca.gov).

\*For complete information, please refer to the CPPP legislation (SB 1697) and the complete Request for Applications. The purpose of this document is to briefly address questions commonly asked regarding the CPPP. These brief responses are not meant to replace the more complete information in the legislation and the RFA.

## ACCESS TO INFORMATION

### College Preparation Partnership Program

Find information about your school on the California Department of Education WebPages: [www.cde.ca.gov/pr/cppp/rfa.html](http://www.cde.ca.gov/pr/cppp/rfa.html) on the supporting information link "CPPP School Eligibility Data" on the main web page for this RFA. This table presents school data from Fall 1999 on 10<sup>th</sup> grade enrollment, University going rate, and percent of students participating in the free and reduced price lunch programs (%F/RP Lunch).

\* \* \* \* \*

#### **Percent of graduates entering 4-year public colleges, UC and CSU**

This percent is the number of students from each high school that the UC and CSU reported as enrolled as freshman in Fall 1999.

\* \* \* \* \*

#### **Percent of low income students**

Percent of students participating in the free and reduced price lunch program.

\* \* \* \* \*

Questions regarding accessing this information should be directed to Jeanne Ludwig, Consultant, Intersegmental Relations Office, (916) 323-5190, or [jludwig@cde.ca.gov](mailto:jludwig@cde.ca.gov).

## APPENDIX C

BILL NUMBER: SB 1697 CHAPTERED  
BILL TEXT

CHAPTER 795  
FILED WITH SECRETARY OF STATE SEPTEMBER 24, 1998  
APPROVED BY GOVERNOR SEPTEMBER 23, 1998  
PASSED THE SENATE AUGUST 30, 1998  
PASSED THE ASSEMBLY AUGUST 27, 1998  
AMENDED IN ASSEMBLY AUGUST 25, 1998  
AMENDED IN ASSEMBLY AUGUST 24, 1998  
AMENDED IN ASSEMBLY JUNE 25, 1998  
AMENDED IN SENATE APRIL 2, 1998

INTRODUCED BY Senator Hayden  
(Principal coauthor: Assembly Member Pacheco)  
(Coauthors: Senators Hughes, Lee, Solis, and Watson)  
(Coauthors: Assembly Members Aroner, Bowen, Escutia, Prenter,  
Honda, Murray, Shelley, Villaraigosa, and Washington)

FEBRUARY 17, 1998

An act to add and repeal Chapter 8 (commencing with Section 60830) of Part 33 of the Education Code, relating to the College Preparation Partnership Program, and making an appropriation therefor.

### LEGISLATIVE COUNSEL'S DIGEST

SB 1697, Hayden. Preparatory courses for college admissions tests: College Preparation Partnership Program.

Existing law establishes the public school system of the state and vests the State Department of Education, under the executive leadership of the Superintendent of Public Instruction, with various statewide administrative responsibilities with respect to the public schools.

This bill would establish the College Preparation Partnership Program as a grant program under which program matching funds would be directed to school districts through a grant program administered by the State Department of Education. The matching funds, on the basis of \$2 of program funds to \$1 of funds raised by the school site or school district, would be allocated to public high school sites to

contract with providers for the provision of preparation courses for college admissions tests for eligible high school pupils. A schoolsite would be allowed to assess students who participate in the College Preparation Partnership Program a fee not to exceed \$5 and would be permitted to use the funds collected for purposes of the matching funds requirement. The content of the preparation courses would be determined by the school district of the schoolsite at which the instruction occurs.

The bill would prescribe procedures for the selection of schoolsites for participation in the program and for the evaluation of the performance of participants in the program. The bill would require the State Department of Education to submit a report to the Legislature about the program on or before January 1, 2004.

The bill would provide for the repeal of the provisions establishing the program as of January 1, 2005.

This bill would appropriate \$10,000,000 from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purposes of college preparation and examination programs pursuant to this bill. The bill would deem this appropriation to be "General Fund revenues appropriated for school districts," and be deemed to be included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," for the purposes of making computations required by Section 8 of Article XVI of the California Constitution, for the 1998-99 fiscal year.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Chapter 8 (commencing with Section 60830) is added to Part 33 of the Education Code, to read:

#### CHAPTER 8. COLLEGE PREPARATION PARTNERSHIP PROGRAM

60830. A grant program is hereby established whereby state matching funds shall be directed to school districts through a grant program administered by the State Department of Education. The state matching funds shall be allocated to public high school sites to operate preparation courses for college admissions tests. School districts and county superintendents of schools are authorized to collaborate or form consortia in order to participate in the program established by this chapter.

60830.3. (a) The schoolsites at which college admissions test preparation courses are provided under this chapter shall be identified and funded through a competitive process administered by the State Department of Education. Priority in this competitive process shall be granted to schoolsites with low college attendance rates, high numbers of low-income pupils, and demonstrated school-based efforts to improve the schoolsite's college preparatory curriculum and college attendance rates. Grants may also be awarded to any high school site to provide assistance to low-income pupils at that site with preparation for college admissions examinations.

(b) Funds allocated under this chapter shall be used to supplement, and not supplant, other federal, state, local, or private funds available to assist low-income individuals in paying for preparation courses for college admissions tests.

60830.5. Funds allocated under this chapter shall be earmarked for college admissions test preparation courses that may include financial assistance with test fees for high school pupils who are expected to complete coursework required for admission to California State University or University of California and whose grade point average or other academic achievements indicate that the pupil will have the academic skills needed to complete the coursework.

60830.7. (a) (1) Funds allocated to schoolsites under this chapter shall be used by the schoolsites to provide a program for college entrance examination preparation or to enter into contracts with providers of college admissions test preparation courses, who may include, but are not necessarily limited to, private providers, public or private postsecondary institutions, or employees of the school district.

(2) The content of the college admissions test preparation course instruction provided under this chapter shall be determined by the school district of the schoolsite at which it occurs. This instruction shall, as a minimum, cover the format and the subject area content. The instruction shall also include practice tests, and the calculation of the scores of the pupils taking these practice tests, for the college admissions test to be covered. Pupil attendance at this instruction shall be monitored.

(3) The preparation course shall include at least 20 hours of direct pupil instruction, outside of the normal school curriculum, that may include instruction provided through satellite networking or any other real time interactive technology. To determine the effectiveness of the test preparation course, the preparation course shall include a pre- and post-practice examination. The pre- and post-practice examination scores shall be included in the evaluation of effectiveness submitted to the State Department of Education pursuant to subdivision (c). Each grant recipient shall report, by



school or location and number of pupils, on the total costs and improvement of test results per participating pupil and for the schoolsite or location as a whole. This cost/benefit information index, along with a brief description of the program, shall be made widely available to other funded programs and, where possible, posted on a statewide website.

(4) Preparation courses shall be offered at intervals designed to conclude at those times that reasonably coincide with admissions testing dates.

(b) Every two dollars (\$2) of grant funds allocated to a schoolsite under this chapter shall be matched by one dollar (\$1) of funding raised by the schoolsite or the school district of which it is a part from federal, local, private, or other state sources. A schoolsite may assess students who participate in the program established by this chapter a fee not to exceed five dollars (\$5) and may use the funds collected for purposes of this matching fund requirement. Funds may be awarded in an amount not to exceed the lesser of either seventy-five dollars (\$75) per 10th grade pupil at the schoolsite receiving a grant, or two hundred dollars (\$200) per pupil participating in the examination preparation course and taking a college entrance examination.

(c) The State Department of Education shall recommend, and the State Board of Education shall approve, an evaluation design for the program established by this chapter. School districts that receive grants under this chapter shall use the evaluation design to assess the overall program and cost-effectiveness of their programs, including, but not necessarily limited to, the effect of this program on the college admissions test scores, the change in the total number of pupils who take the college admissions tests, and college attendance rates of program participants. These school districts shall submit their assessments to the State Department of Education in a timely manner. The State Department of Education shall develop a report including, but not necessarily limited to, the information received from school districts under this subdivision and recommendations to continue, modify, or discontinue the program established by this chapter. The report shall be approved by the State Board of Education and submitted to the Legislature on or before January 1, 2004.

60830.9. This chapter shall remain in effect only until January 1, 2005, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2005, deletes or extends that date.

SEC. 2. (a) The sum of ten million dollars (\$10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purposes of

college preparation and examination programs pursuant to Chapter 8 (commencing with Section 60830) of Part 33 of the Education Code.

(b) For the purposes of making computations required by Section 8 of Article XVI of the California Constitution, the appropriation made in this section shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code for the 1998-99 fiscal year, and shall be deemed included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 1998-99 fiscal year.





## APPENDIX D

### CALIFORNIA STATE BOARD OF EDUCATION

ITEM # \_\_\_\_\_

\_\_\_\_\_, April 7-9 \_\_\_\_\_, 19 99 AGENDA

**SUBJECT:**

STATE BOARD ITEM ON EVALUATION DESIGN FOR  
COLLEGE PREPARATION PARTNERSHIP PROGRAM

  X   ACTION

       INFORMATION

       PUBLIC HEARING

**RECOMMENDATION:**

This item is presented to you for information at this time. It is recommended that you review the proposed evaluation design and provide input.

---

**Summary of Previous State Board of Education Discussion and Action.**

The College Preparation Partnership Program (CPPP) was presented to the State Board of Education for the information in March 1999. At that time, members of the State Board discussed the importance of evaluating this program and also expressed that the evaluation should not be overly demanding of grantees.

---

**Summary of Key Issue(s).**

SB 1697, which established the CPPP, authorizes the State Department of Education to administer the program. Further, SB 1697 specifies that the State Department of Education shall recommend, and the State Board of Education shall approve, an evaluation design for the program established by SB 1697. SB 1697 further specifies that State Department of Education shall develop a report that shall be approved by the State Board of Education and submitted to the Legislature on or before January 1, 2004.

---

**Fiscal Analysis (as appropriate).**

SB 1697 appropriates ten million dollars (\$10,000,000) in FY 1998-1999 from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purposes of this program. The Governor's proposed budget specifies that ten million dollars (\$10,000,000) will be appropriated for the purposes of this legislation in FY 1999-2000. The California Department of Education is requesting from the Department of Finance budget control language that will authorize the California Department of Education to use \$250,000 of the funds appropriated through SB 1697 for the purposes of evaluating this program and preparing reports, as specified in the legislation.

---

**Background Information Attached to this Agenda Item.**

## Recommended Evaluation Design

[Approved by California State Board of Education April 1999]

### **Background**

The purpose of the College Preparation Partnership Program (CPPP), established by Senate Bill 1697 of 1998, is to provide high school students with preparation courses for college admissions examinations. The intent of this legislation is that increased numbers of students will take and do well on these examinations, resulting in increased college attendance rates for participants.

The CPPP enabling legislation specifies that the preparation course shall include at least 20 hours of direct pupil instruction, outside of the normal school curriculum and school hours. In addition, the preparation course shall include pre- and post-practice tests and must be offered at intervals to coincide with admission testing dates.

For the 1998-1999 fiscal year, the Legislature has appropriated \$10 million for CPPP. Senate Bill 1697 requires the California Department of Education (CDE) to administer the program, awarding these funds through a competitive process to grantees. As specified in Senate Bill 1697, the competitive grant process is to give priority to school sites based on these criteria: low college attendance rates; high numbers of low-income pupils; and demonstrated school-based efforts to improve the school site's college preparatory curriculum and college attendance rates.

The funding formula and the maximum amount of funding are also specified in Senate Bill 1697. When individual high school students participate in an examination preparation course and take a college entrance examination, grantees are awarded \$200 per participating pupil. The maximum amount of funds that can be awarded to each high school in each year is \$75 per 10<sup>th</sup> grade pupil. Individual students may be assessed a fee up to \$5 each. Local sites match \$2 of grant funds with \$1 of funds from other sources.

The Request for Applications (RFA) for these funds was released January 22, 1999. It is projected that approximately \$7 million will be awarded to serve students in approximately 370 high schools. The RFA will be re-released in spring 2001; additional sites will be eligible to seek funding through their local education agencies.

### Evaluation Focus

The evaluation will assess:

- The *implementation of the CPPP* as undertaken by the various grantees, and
- The *impact and results of CPPP* on participating students and schools.

The evaluation will determine the cost-effectiveness of the CPPP, including the effect on college admission examination scores, the change in the total number of students who take college admissions examinations, and the college attendance rates of program participants.

### Evaluation Schedule

Consistent with the enabling legislation, the evaluation will extend for the initial five years of the program, from 1999 through 2003. As required, CDE will present a draft evaluation report to the State Board of Education for approval and will deliver to the Legislature a State Board-approved evaluation report of CPPP activities and results for the 1999-2003 time period, with recommendations for program continuation, modification, or discontinuance on or before January 1, 2004.

### Evaluation Design

To assess both CPPP implementation and its impact and results, the evaluation will seek answers to the following seven questions:

1. What models do participating schools use to implement the CPPP Program?
2. How are the CPPP-participating students selected, what is their demographic profile, and what services do they receive?
3. What are the total costs and the effect on test results? What are the composite results for such costs and results statewide?
4. What is the effect of the CPPP on college admission examination scores?
5. What is the change in the total number of pupils who take the college admission examinations?
6. What are the college attendance rates of CPPP-participating students?
7. What are the strengths and areas for improvement of the CPPP?

## **APPENDIX E**

### **Evaluation Methodologies**

To the greatest degree possible, the CDE will use existing data to determine the answers to these questions. Grantees will be required to submit data unavailable through other sources to the CDE by completing a survey form developed by the Department. Data that grantees will be asked to submit will include:

- Pre- and post-practice examination scores for individual students
- College admissions examination scores for individual students
- College attendance rates of CPPP participants
- Total number of pupils, for each school site, who take college admissions examinations.
- Process for selection of CPPP-participating students, their demographic profile, and services provided
- Costs per participating pupil

In addition, a limited number of districts will be invited to participate in focus groups or interviews to provide additional information about the program. Available research, progress reports, and other data will be used by the Department to complete an evaluation of the CPPP and prepare the report.

### **Evaluation Reports**

Senate Bill 1697 requires grantees to use the evaluation design to assess the overall program. The legislation requires grantees to submit their assessments to the CDE in a timely manner. Thus, the CDE recommends that individual CPPP grantees submit assessment reports to CDE at the end of each funding cycle to provide information about program implementation efforts and results. These data will be compiled into a composite report of all funded sites statewide for the separate funding cycles to allow CDE to monitor grantee progress and results. In addition, these reports will be the basis for the evaluation report of overall CPPP implementation and impact through Year 5 for reporting to the State Legislature as required on or before January 1, 2004.